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ABSTRACT

Ten supplemental research reports on a wide variety of topics, part of a series of yearly publications prepared by the Research Department, are annotated in this bibliography intended for interested school personnel. Titles reflecting the content of the studies are: "A Study of Night School Drop-outs"; "Children's Concept of Number: The Spontaneous Production of Number Symbols in Their Drawings"; "Marks and Mobility in a Downtown School"; "Cost Analysis of New Canadian Instruction"; "The Duke of York Day Care Project"; "Here Comes McMurrich"; "The Effect of Having Previously Attended Junior Kindergarten on 'Draw-A-Classroom' Test Scores Obtained in Senior Kindergarten"; "Changes with Time in the Content of Children's Drawings: A Longitudinal Study with the 'Draw-A-Classroom' Test"; "The Raven Progressive Matrices: A Review of Literature Relating to Its Selection for Use in the New Canadian Study"; "Need, Culture and Curriculum -- Educating Immigrants and Ethnic Minorities (A Survey of Literature)". The forty-nine earlier research service publications are listed by title and report number in consecutive order with availability information included. Related documents are: SO 002 744 and SO 002 745. (Author/SJM)

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for 1968 Studies and Research

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FOREWORD:

The Supplements to the Annotated Bibliography are prepared yearly by the Research Department. One of the Department's responsibilities is to facilitate the movement of information about research findings, both with regards to the studies conducted by the Research Department and with regard to relevant information collected from studies conducted in other settings. Although many of the reports have already been distributed to interested persons in the System, these annotations are an attempt to ensure that the maximum amount of information is moved with the minimum amount of superfluous information.

The literature reviews will show that many matters being studied here in Toronto have been studied to some extent or in some fashion in other countries. It is important not only for the Toronto School System but also for Canadians to see the extent to which findings from other countries can be applied specifically in Toronto.

It is furthermore the intent of the Department to conduct its studies in such a way that they may add to this existing body of literature as well as provide a source of information and stimulation for those employed by the System.

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A STUDY OF NIGHT SCHOOL DROP-OUTS

Using a table of random numbers, 483 students attending night school in Metropolitan Toronto were chosen for this study: 240 completed the course in which they were enrolled and 243 dropped out. The two main questions asked were:

(1) How do the drop-outs differ from the stay-ins?

(2) Why do students drop their courses before completion?

Regarding the first question, it was found that both stay-ins and drop-outs did not differ when educational, occupational, and economic composition of both groups was considered. However, the report revealed some significant differences. Drop-outs are more likely to be under 25 years of age, unmarried, and living with their parents. Stay-ins are more likely to feel at home in class, make friends with fellow students, find the course material interesting or useful.

Regarding the second question, almost three-quarters of the stay-ins at some point expressed satisfaction with night school, and only one-tenth of this group ever considered quitting. The most frequent reasons for leaving night school listed by the drop-outs were: lack of time, interference with their jobs, and personal considerations.

One implication of these findings is that while there are many aspects of the lives of men and women which result in dropping out, there are few ways in which an individual can adapt the night school programme to his personal situation. THIS SUGGESTS THE NEED TO INCREASE FLEXIBILITY IN ADULT EDUCATION PROGRAMME.

CHILDREN'S CONCEPT OF NUMBER

THE SPONTANEOUS PRODUCTION OF NUMBER SYMBOLS IN THEIR DRAWINGS

It was observed that some children in Kindergarten produced numbers in drawings of their classrooms. The Research Department did that study to determine if the presence of such numbers in drawings, before their formal introduction in the curriculum, would indicate mathematical achievement in Grade 1.

All subjects were given a number of tests in Grade 1 (a year after completion of the drawings) to determine their level of understanding of number. The average of all the scores within a group for each test was calculated. The group which had included number symbols in their drawings was compared with the group which had not. It was found that there were no meaningful differences between the groups on the basis of the test. Also it was found that there were no differences between males and females.

The conclusion is that the numbers in the drawings of Kindergarten children could not serve as an indication of their number concept understanding in Grade 1. Beyond this, it was concluded that, at least at the Grade 1 level, there were no differences between males and females in their understanding of the concept of number.

MARKS & MOBILITY IN A DOWNTOWN SCHOOL

This is a study of the relationship between the frequency with which downtown Toronto families change their residence and the academic performance of their children, as measured by marks earned in school. Two questions are considered: Do children who move often tend to receive poorer marks than children from more stable families; and, if the answer is "yes" do the children from mobile families perform less well <u>because</u> they move often, or are other factors involved?

Analysis of the marks received by 158 children between 1960 and 1965 shows that highly mobile children do indeed tend to receive lower marks than their more stable counterparts. This is true when all subjects are considered together; among individual subjects, it is true in Reading, Spelling, Composition, Mathematics, and Music. The only subjects where no significant relationship between marks and mobility is found are Writing, Science, and Art.

However, further analysis of the data suggests that although mobile children tend to receive lower marks, there

is no reason to conclude that high mobility, by itself, causes poor academic performance. This was found by dividing the sample along ethnic lines; among the mobile children, only those of Anglo-Saxon origin perform less well as a group than do either Anglo- Saxon or non-Anglo-Saxon children of low mobility. In other words, non-Anglo-Saxon mobile children are academically none the worse for their mobility; and this suggests strongly that mobility is not a sufficient cause of poor academic performance.

However, the fact remains that Anglo-Saxon children who move frequently do tend to earn lower marks. A hypothesis advanced to explain this phenomenon is that among this sample, high mobility occurs for different reasons among the Anglo-Saxons than among the non-Anglo-Saxons. In the case of the former, it is suggested that high mobility is often associated with anxiety; families may be forced into moving against their wishes. In the case of the latter, high residential mobility may well be associated with such happy circumstances as rapid promotion of the father. A tentative conclusion is that for a child's performance at school, reasons for mobility are of greater importance than mobility itself.

COST ANALYSIS
OF NEW CANADIAN INSTRUCTION

This study represents information concerning the status of New Canadian instruction in the city schools as of January, 1968 and information about the pupil cost of this instruction, hourly and weekly, in the terms of salaries being received by teachers.

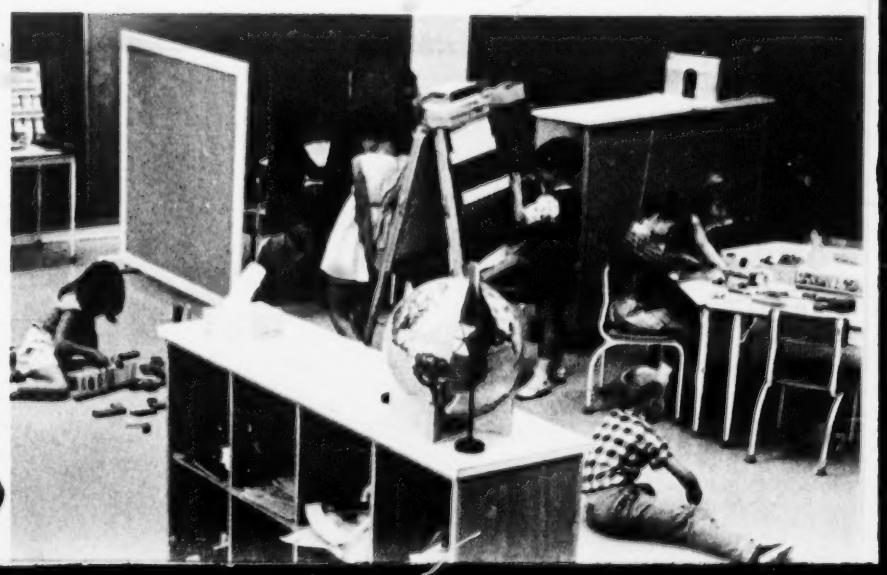
The report indicates some of the difficulties involved in answering the question "How much does it cost to teach English to a New Canadian?" It was found that variables such as class size, length and frequency of instruction, teacher's position on the salary scale and influx of immigrants to a particular school provide a wide range of figures.

However, it was found that the city-wide average instructional cost per week per pupil is $6.23.

The report presents other figures such as number of students receiving instruction and the ages, mother tongues of these students on a city-wide basis. Also shown are the hours of instruction received by pupils and the cost per hour of instruction, tabulated by school, by programme, and on a city-wide basis.

THE DUKE OF YORK DAY CARE PROJECT

This is a descriptive report that points out the progress of pupils who were selected for this programme. The report provides positive assessment of the programme but speaks firmly against overly optimistic expectations. Specifically one should expect few changes in attitudes and values because of such programmes and furthermore one should not expect those changes to be carried over to other settings such as the regular classroom.



HERE COMES McMURRICH

This is a descriptive report of a field trip to Ottawa by children in Grades 3 and 4 at McMurrich Public School. It was prepared in response to the Board's request to study the value of such a field trip for young children. The report outlines the preliminary planning on the part of both pupils and teachers that took place prior to the trip and the importance of these activities in the eventual success of the trip. A broad selection of the situations and activities experienced by the children is presented to illustrate that learning can occur anywhere and encompass many areas. Implicit in the brief illustrated booklet are many practical suggestions for the teacher.

THE EFFECT OF HAVING PREVIOUSLY ATTENDED JUNIOR KINDERGARTEN ON DRAW-A-CLASSROOM TEST SCORES OBTAINED IN SENIOR KINDERGARTEN

The "Draw-A-Classroom" (D.A.C.) Test was devised by the Research Department for use as one of the measures in the Study of Achievement. The object of the test was to provide insight into the developing conceptual world of the child with special reference to "school."

This report details the effects on D.A.C. Test scores of attendance at Junior Kindergarten. Three groups were compared in Senior Kindergarten:

Those who <u>went</u> to Junior Kindergarten;

Those for whom Junior Kindergarten was available but who <u>didn't go</u>;

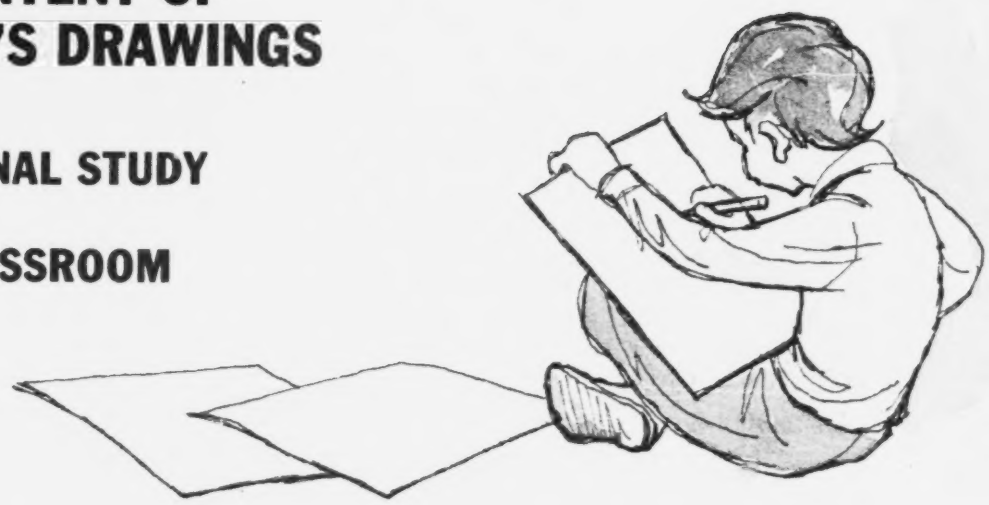
Those for whom Junior Kindergarten was not available and therefore <u>couldn't go</u>.

Some <u>slight</u> differences (not invariably consistent) attributable to attendance at Junior Kindergarten were found when each group of non-attenders were compared to attenders. This result is in contrast to the result of previous studies with more conventional measures which indicated that only the "didn't go" group differed from the "went" group. It was found that on a second comparison made a month after the first the effect of attending Junior Kindergarten was considerably less marked presumably indicating that it was not of a permanent nature. The effects found to be associated with prior attendance at Junior Kindergarten were found to differ from those associated with the maturing of the "artist" as studied over time.

It is noted that the influence of Junior Kindergarten was not a function of socio-metric indices (sex, age, language, parental education or fathers' occupation) the sample having been matched on these criteria. The suggestion is made that other home environment variables as yet imperfectly understood might account for the effects.

CHANGES WITH TIME IN THE CONTENT OF CHILDREN'S DRAWINGS

A LONGITUDINAL STUDY WITH THE DRAW-A-CLASSROOM



The "Draw-A-Classroom" (D.A.C.) Test was devised by the Research Department for use as one of the measures in the Study of Achievement. The object of the test was to provide insight into the developing conceptual world of the child, with special reference to "school."

This report details the changes in drawing content that occurred in the drawings of a sample of 100 children over five years from Junior Kindergarten to Grade 4. Many age trends were found. As these were studied it became apparent that three different kinds of changes seemed to dominate the results:

(i) Realism -- objects in the drawings look more and more as they would in a photograph;

(ii) Sophistication -- an increasing skill at differentiating objects and their inter-relationships was observed;

(iii) Conformity of Content -- the pupils showed an increasing tendency to conform to the letter of the instructions (i.e. to draw their classroom and nothing else).

In discussing the value of the D.A.C. Test the suggestion is made that it might be more useful as a non-formal aid to teacher-child communication than as a measure of development or "achievement."

THE RAVEN PROGRESSIVE MATRICES: A REVIEW OF LITERATURE RELATING TO ITS SELECTION FOR USE IN THE NEW CANADIAN STUDY

Part of the New Canadian Study required information on various abilities of students comprising the city-wide sample for age, grade and sub-group comparisons.

One of the necessary measures was that of "intellectual" ability. Most of the available measures or tests of intelligence were unsuitable as they required a high level of English competence or verbal comprehension to understand the instructions and the test items. This factor would have unnecessarily handicapped students learning English as a second language.

The Raven Progressive Matrices Test was selected as a measure of intellectual ability being non-verbal, easy to explain and to administer to small groups. Furthermore, the arrangement of items made it possible for the student to learn how to answer by doing the first items, which can essentially be administered in pantomime. The Matrices Test is composed of 60 similar items arranged in order of difficulty within five sets of 12 items each. All items are incomplete geometrical patterns or designs which a pupil can complete from choices provided.

Literature on the characteristics and use of this test was reviewed. The test is a reliable and effective measure in discriminating between individuals known to differ intellectually on other more popular but verbally loaded tests. Further literature was noted showing the Matrices Test to be useful and widely used in sub-cultural and cross-cultural studies to show either differences in, or to control for, intellectual ability.

NEED, CULTURE AND CURRICULUM

EDUCATING IMMIGRANTS AND ETHNIC MINORITIES (A SURVEY OF LITERATURE)

This report consists of an extensive review of literature. It is intended to serve as both a backdrop and cornerstone for a series of reports dealing with studies related to learning English as a second language.

The report consists of four related chapters. The first one deals with the ideology or ideologies which form Canadian society. Porter's book, "The Vertical Mosaic" documents many of the phenomena characterizing Canada. Integration and the melting pot concept are examined and rejected as adequate descriptions of the Canadian situation.

The second chapter, "Culture Conflict and the Education of New Canadians," considers the differences among cultures and their relation to education. Each ethnic group looks at education from its own point of view. Using a simplified definition,

> "Culture may be regarded as the outcome of the interaction of the physical environment with man's institutions (i.e. language, education, religion, customs...etc.)"

it is apparent that the immigrant who faces a new environment and who must also change one of his most important tools, namely language, will as a result change or modify his culture. Confrontation of cultures appears. The life of a New Canadian is made easier

or more difficult according to his ability to adapt his existing "tools" or adopt new "tools." Prior education affects this process. For the immigrant child the cultural confrontation is most apparent in the educational system.

Another vital question is studied in the third chapter, "Language, Culture and Intelligence." The literature suggests that cultural values do affect scores on selected types of tests. However, human beings in a particular culture cannot be considered bright or dull because a test reflects a particular set of values. The hypothesis of ethnic intellectual superiority is maintained by those who unwittingly rely heavily upon I.Q. tests which regard verbal ability as a typical pointer towards intelligence. Such measures are biased unless the test is developed for and used with a particular group that speaks the same language and has a similar socio-economic background. The report also notes that even a given word may have various meanings or shades of meanings in various cultures.

The last chapter of the report deals with "The Education of New Canadians -- Methods, Programmes and Reforms." There is no one who can yet proclaim without fear of refutation that <u>this</u> is THE ideal method for teaching New Canadians. However, this part of the report deals with procedures that have been attempted, and it outlines some basic steps to follow for developing programmes appropriate to the specific situation of each school in various communities.

Research Service Publications

(in consecutive order)

Report Number & Availability	Title
1 **	Study of Slow Learners
2 **	Study of Television as an Educational Medium, Study No. 1
3 **	Experimental Study of Learning French in the Public Schools, Report #1, 1959-60
4 **	Study of Achievement, Toronto Stage 1: A Profile of Junior Kindergarten Pupils
5 **	A Survey of Supervisory Practices of Persons in Personal Communication with Classroom Teachers, Stage 1
6 **	A Pilot Study of Pupils' Learning of Grammar and Usage Through a Programmed Textbook
7 **	Grade 12 Standardized Departmental Tests: A Comparison of Norms of Students in the City of Toronto Secondary Schools and Ontario Secondary Schools
8 **	Explorations into Team Teaching. A Report on Projects Currently in Progress at Lexington, Massachusetts
9 **	Information Regarding Teaching Machines and Programmed Learning
10 **	A Preliminary Study of Teaching Load in Six Subject Areas in the Toronto Secondary Schools
11 **	A Survey of Pupils Learning English as a Second Language in the City of Toronto Public Schools
12 **	A Comparative Study of Academic Aptitude and Academic Achievements in Relation to Age and School Experiences (Toronto Extension of the Carnegie Study) Report #1
13 **	A Comparative Study of Four Types of Treatment in Improving Adjustment and School Achievement of Gifted Underachievers

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** Report out-of-print. Copies are available on loan from the Education Centre Library.

Report Number & Availability	Title
14 **	A Follow-Up Study of the Effects of Aural-Oral French Instruction in the Elementary School on Pupils' Achievement in a Secondary School Programme
15 **	An Experimental Study of Television as a Medium of French Instruction
16 **	A Study of the Effects of an Acceleration Programme in Toronto Secondary Schools
17 **	Aptitude Testing: A Critical Examination of the Differential Aptitude Tests, Alternative Batteries, and Problems in Prediction
18	Some Implications of the Theories of Jean Piaget and J. S. Bruner for Education, by Marilynne Adler
19 **	Examinations, Marks, Grades and Scales: A Working Paper, by E. N. Wright
20	Study of Achievement, Toronto: Information Bulletin #1
21 **	Gifted Underachievers: A Follow-Up Study of Four Types of Treatment
22 **	Sex Differences by J. G. Donald
23	Study of Achievement: An Outline of a Longitudinal Study from Junior Kindergarten Through the Elementary Grades
24 **	A Survey of Health Interests in Toronto Schools
P25 **	Group Work with Adolescent Female Students: A Pilot Project
P26 **	A Comparison of WISC and OSA in Assessing the Intelligence of Immigrant Children of Non-English Speaking Background: A Pilot Project
27	Study of Achievement: Report on Population Study of Junior and Senior Kindergarten Pupils, 1960-61 and 1961-62
28	Study of Achievement: Junior Kindergarten -- Who is Served and Who Goes
29	Immigrants and Their Education

** Report out-of-print. Copies are available on loan from the Education Centre Library.

Report Number & Availability	Title
30 **	Observations of Children's Difficulties in Learning to Read Using (a) Traditional Orthography and (b) the Initial Teaching Alphabet
31 **	C.E.E.B. and S.A.T.O. - Their Relationship
32	The "Culturally Deprived" in School and Society: Selected Approaches
33	Pre-School Education: Pros and Cons
34	The Effects of Junior Kindergarten on Achievement: The First Five Years
34A	The Effects of Junior Kindergarten on Achievement: The First Five Years - Appendix
35	The Draw-A-Classroom "Test" - An Overview
36	The Draw-A-Classroom "Test" - Manual and Scoring Categories
37	The Draw-A-Classroom "Test" - Scoring Categories and Administration Instructions
38	Theoretical Preconceptions of the Participant Observation Methodology
39	Home Environment and Achievement
40	A Preliminary Report on the Bickford Park Project
41	Participant Observation in a School Setting
42	Retention Rates in Toronto Secondary Schools
43	Children's Drawings: A Selected Review of Literature
44	Adult Education in Metropolitan Toronto: A Situation Report
45	Artwork: A Brief Review
46	Patterns of Parental Mobility in an Inner-City Toronto School
47	Teacher Ratings and Student Self-Concept Ratings - Bickford Park High School
48	Job Aspirations and Expectations of Students at Bickford Park High School: A Brief Report
49	A Summary of the Bickford Park Project

REQUEST FOR RESEARCH SERVICE PUBLICATIONS

Reports 50 - 59

To obtain copies of the publications annotated in this bibliography, please circle the number of the report(s) requested, put your name and school (or organization) in the space provided, tear this page along the perforated line, and fold into envelope form. The address to which this form is to be mailed appears on the reverse side.

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